

## **Grade 3, Indicator 1f**

**From the review:** Materials foster coherence through connections at a single grade, where appropriate and required by the Standards i. Materials include learning objectives that are visibly shaped by CCSSM cluster headings. ii. Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.

The instructional materials reviewed for Grade 3 partially meet the expectations for fostering coherence through connections at a single grade, where appropriate and when the standards require. Overall, materials include learning objectives that are visibly shaped by CCSSM cluster headings, but there are missed opportunities to provide problems and activities that connect two or more clusters in a domain or two or more domains when these connections are natural and important.

Instructional materials shaped by cluster headings include the following examples:

Lesson 2-7, "Multiplication Arrays," is shaped by 3.OA.A.

Lesson 3-2, "Estimating Costs," is shaped by 3.NBT.A.

Lesson 5-3, "Equivalent Fractions," is shaped by 3.NF.A.

Lesson 7-10, "Justifying Fraction Comparisons," is shaped by 3.NF.A.

While the materials have many instances where two or more domains are connected, often the connections are only surface-level connections. For example, lesson 7-4 shows a connections between 3.NF.1, 3.NF.3, 3.NF.3.A, 3.NF.3.B, 3.NF.3.C, 3.NF.3.D, and 3.G.2. However, the lesson is divided into parts, and the parts only truly address one standard at a time.

### **Everyday Mathematics Response**

Lesson 7-4 does connect 3.NF.1, 3.NF.3, 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d, and 3.G.2, throughout the lesson activities. The review states that the lesson is "divided into parts, and the parts only truly address one standard at a time." There are multiple standards addressed throughout the lesson. For example, in the Math Message Follow-Up activity, children are making fraction strips by folding same-size strips into halves, fourths, eighths, thirds, and sixths, and then labeling each part with the appropriate unit fraction. This clearly supports 3.G.2 and 3.NF.1. In the next two activities, children use their labeled fraction strips to recognize non-unit fractions and compare fractions. They discuss that four 1-fourths is the same as 1 whole and talk about the meaning of equal or equivalent fractions; these activities clearly support 3.NF.1, 3.NF.3, 3.NF.3a, 3.NF.3b, 3.NF.3c, and 3.NF.3d.